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AUTHOR	Coleman, Herman W.
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ABSTRACT

Evaluative data relative to the effectiveness of the Division of Minority Affairs in arriving at defined goals and objectives are presented in this annual report. Program descriptions and specific objectives are given for 9 projects. The projects include developing a curriculum change model; planning a minority group conference; developing a reading in-service program model; enlisting the influence of accrediting agencies in changing curriculum practices; providing a clearinghouse of information regarding fellowships and scholarships; creating and maintaining a curriculum center; sponsoring a curriculum development conference, including ethnic curriculum development, Indian education, and Chicano curriculum development; publishing a Manifesto to provide information to members; developing a liaison with other agencies and institutions; and providing general services. (PS)

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ANNUAL REPORT

DIVISION OF MINORITY AFFAIRS

MICHIGAN EDUCATION ASSOCIATION

Herman W. Coleman

Associate Executive Secretary

August 1972

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PURPOSE

The purpose of this annual report is to provide evaluative data to the Executive Secretary, Board of Directors and MEA members relative to the effectiveness of the division in arriving at defined goals and objectives. Nine projects were implemented which were plans of action that were necessary if the goals and objectives were to be realized. This report will include additional responsibilities either mandated by the Board or through cooperative programming with local associations or districts. The goals of the Minority Affairs Division are consistent with those goals identified by the Minority Group Task Force which was adopted by the Representative Assembly in April, 1970.

GOALS

Goal 1.	To create a greater teacher awareness of the needs of minority group children and to introduce new concepts and techniques to meet these needs better.
Goal 2.	To achieve a greater participation by local education associations in improving education of minority children.
Goal 3.	To achieve greater identification by minority-group educators with the MEA and a greater participation by minority-group members in the governance of MEA.
Goal 4.	To create a climate of awareness toward the identification and resolution of racism in the schools.

PROJECT #1 - Curriculum Change Model

Specific Objective:	To create effective models for changing curriculum practices and teacher behavior so as to provide a more satisfying school experience for minority-group children.
Program Description:	The program represents a modification and extension of the community interaction program initiated in 1970-71.

1. The Associate Executive Secretary will follow up the initial project (Ferndale). He will have prepared a first-year report and evaluation of that project. Throughout 71-72 he will consult with the Ferndale teachers, make classroom observations, define changes in practice and prepare a two-year case study on the impact of the change techniques. The case study and evaluation of techniques will be prepared for distribution in September, 1972.

2. The Minority Affairs staff will continue, collect and analyze research, proposals and models for curriculum and behavioral change.

3. The Minority Affairs staff will select six additional schools for experimental efforts in 1971-72. The consultants will meet with the faculty, administration and local EA, present appropriate models from (2) above and assist the local personnel in selecting or developing the appropriate model for change. The consultants will assist the local unit in making such arrangements as are required to implement the program and will continue to provide consultant services throughout the implementation. The consultants will prepare a one-year and two-year case study on each project.

The division is working toward the accomplishment of this objective through program-planning and implementation in the following communities: Grand Rapids, Saginaw, East Lansing, Ann Arbor, Ferndale, Buena Vista, Lansing, Willow Run, Michigan State University's Triple T Program, Birmingham, Holland and Adrian. We were unable to pursue further program implementation regarding Project I because of divisional assignments to desegregation and tax reform.

The division has received requests for the Community Interaction Model as well as other in-service models from local districts, colleges, universities, foundations, community agencies and organizations.

PROJECT #2 - Minority Group Conference

Specific Objective:

1. To revise the prototype contract as it relates to the needs and concerns of minority-group educators.

2. To increase the frequency and intensity of participation by minority-group educators in the MEA and its local affiliates.

3. To prepare policy recommendations to the Board of Directors.

4. To identify needed changes in school practices.

The state minority-group conference was held November 19 and 20, 1971 at the MEA Conference Center. The objectives of the conference have been met.

The conference participants endorsed Minority Affairs recommendation on desegregation, adopted a position statement on reduction of staff in local districts, endorsed the staff's legislative recommendations, provided input for local district contract negotiations and developed local association and/or district priorities back home.

PROJECT #3 - Reading In-service

Specific Objective: To implement the MEA's Reading Task Force Program in eight school districts in 1972-73.

Program Description:

1. The Minority Affairs Division has developed a proposal for a Reading Task Force approach to in-service development of teachers (copies are available).

2. The division will identify twelve local units willing to incorporate this item into their contract demands, assist them in the development of their demands and companion rationale and provide expert testimony during the negotiations.

3. The division will compile interim reports and evaluations of the project as it is implemented in the districts in which it has been won.

4. The division will assist administrators in efforts to secure state and federal funds to finance the project.

5. The proposal, rationale and evaluations will be made available to locals wishing to make further efforts in negotiating this program.

This model was recommended to all local associations as a part of the MEA prototype contract. Further information was provided through the Manifesto, UniServ staff, MEA Board of Directors and Teacher's Voice. There were inquiries by many local districts but they were unable to proceed because of limited financial resources.

The division worked with local association leadership in Lansing and Grand Rapids relative to negotiating this model into their master contracts as well as exploring its implementation through the Office of Curriculum Development in both districts.

The objective was reached in part in both Lansing and Grand Rapids. The instructional councils and reading teachers in both cities unanimously endorsed the concept. Agreement was reached with the Office of Curriculum Development in both cities. The structure of the reading programs in Lansing and Grand Rapids have been changed so that the reading expertise is available to teachers as well as students. Neither district could completely implement the project because financial resources were not available for total implementation for the school year 1971-72.

The reading in-service model was revised to incorporate training and preparing behavioral objectives and behavioral modification. Plans are in progress in the Lansing School District to pilot the in-service model in their newly-formed cluster of schools. The Grand Rapids School District revised their reading program to incorporate the model during the last school year. In addition, Michigan State University and Lansing Public Schools will be using part of the model in their elementary intern program for teacher training. The Career Opportunities Program of the Grand Rapids Public Schools, in conjunction with Western Michigan University, is using the in-service model as a basis for the development of their reading program. The Education Sub-Committee of the Grand Rapids Model Cities Program is planning to use the model in one of their model area schools. Because of the fiscal crisis in many local districts, alternate routes for implementation were found for the reading in-service model. The division was successful in finding such.

PROJECT #4 - Accrediting Agencies

Specific Objective: To enlist the influence of accrediting agencies in changing curriculum practices.

Program Description:

1. Minority Affairs staff will make an analysis of the policies and criteria for accrediting secondary schools and present their analysis and recommendations to the Board of Directors. The focus will be to establish policies and criteria relating to multi-ethnic materials, fair employment, etc.

2. Following positive action by the Board, the staff will approach the Bureau of School Services and the North Central Association to promote the changes adopted by the Board.

Members of the Minority Affairs staff are serving as members of the evaluation teams evaluating several Michigan secondary schools. In addition to the above, we have been successful in making meaningful input into the first draft of the multi-culture guidelines of the

National Study of School Education Task Force. We are presently assisting Dr. John A. Stanavage, Executive Secretary of the Commission of Secondary Schools NCA, in piloting the study in secondary schools in Michigan. The recommendation from this field study will serve as the basis for the changes in the Evaluative Criteria booklet. As stated before, the first such change cannot be made prior to September, 1972.

The Minority Affairs Division is presently awaiting the results of the multi-cultural pilot studies of the North Central Association. The recommendations from their field study will serve as a basis for the change in the Evaluative Criteria booklet. The project is succeeding in meeting its objective.

PROJECT #5 - Fellowship-Scholarship

Specific Objective: To provide a clearing house of information regarding:

1. Fellowships, scholarships and other sources of support for minority-group students and

2. Conferences, workshops, fellowships and scholarships and research grants for teachers of minority-group children.

Program Description:

1. The division will annually communicate with organizations and institutions known to provide programs and funds for these purposes.

2. Brochures regarding student opportunities will be prepared and distributed to staff, leaders and appropriate school agencies.

3. Announcements of opportunities for teachers will be made by mail and other MEA publications.

4. Detailed information regarding each opportunity will be filed for response to specific inquiries.

The objective has been met. The resource was either requested or forwarded to the following categories of individuals and institutions: teachers, colleges and universities, counselors, librarians, community agencies and service organizations. Approximately 800 persons have received copies thus far. The division has kept a file on the names of the individuals, agencies and institutions requesting the resource. An evaluated instrument will be forwarded to each of them during the first semester of 1972-73 school year. The results of the evaluation will be forwarded to the Executive Secretary and the MEA Board.

PROJECT #6 - Curriculum Center

Specific Objective: To create and maintain a resource and research clearinghouse on bibliographies, programs, curricula guides, materials, books, periodicals, etc., which can be used to improve the education of minority-group children.

At this point in the project's development, an annotated bibliography representing multi-ethnic materials, both printed and audio-visual, focusing on Racism, Blacks, Chicanos and North American Indians have been completed and is being distributed to the social studies departments of both the elementary and secondary schools of Michigan. Each elementary and secondary school is to receive one complimentary copy of the annotated bibliography. Any additional copies will be distributed at cost. While it is important that all schools have possession of at least one copy of the annotated bibliography, the logistics of reproducing and distributing the document at this time, notwithstanding the growing impatient needs of urban setting and the significance of the growing pressures vis-a-vis the school desegregation issue, necessitated a priority distribution process. The school districts are and will be receiving the annotated bibliography via the following sequence and process:

1. The school districts of the Detroit metropolitan area which are earmarked for desegregation by Judge Roth's school-desegregation ruling. This distribution process is in operation and will be completed by August 16, 1972.

2. Those out-state urban school districts having a significant Third World population. This distribution is in operation and will be completed by August 16, 1972.

3. Those suburban school districts of those out-state urban areas. This distribution began August 11, 1972 and will be completed by September 1, 1972.

4. Those remaining school districts in the state. This distribution process will begin September 1, 1972 and will be completed September 30, 1972.

The following evaluation instrument will be distributed at the end of the first semester so as to assess the use and effectiveness of the annotated bibliography in assisting teachers with children in developing a multi-ethnic learning environment. The evaluation of the annotated bibliography use:

1. Did you duplicate the annotated bibliography for wider distribution in your school?

2. Did you purchase additional copies of the annotated bibliography?

3. How many teachers are presently employed in your social studies department?

4. How many teachers make use of the annotated bibliography?

5. Did teachers outside the social studies department make use of the annotated bibliography?

6. Do you feel this document was effective in assisting you in increasing multi-ethnicity or cultural pluralism in the classroom?
   a. Very much
   b. Much
   c. Somewhat
   d. None

7. What area was the annotated bibliography most helpful?
   a. Racism
   b. Black
   c. Chicano
   d. Native American
   e. Multi-ethnicity

8. What form of materials was most helpful?
   a. Printed
   b. Filmstrip
   c. Film

9. What area of this document was the least helpful?
   a. Racism
   b. Black
   c. Chicano
   d. Native American
   e. Multi-ethnicity

10. What form of material was most unhelpful?
    a. Printed
    b. Filmstrip
    c. Film

11. In light of the objectives of the document in terms of assisting teachers to assist students in being aware of multi-ethnicity and cultural pluralism, what modifications or additions would you recommend for the annotated bibliography? Please note those areas which you indicated were unhelpful.

PROJECT #7 - Curriculum Development Conference

Specific Objective: To introduce teachers to new curriculum and techniques for teaching minority-group children. Also to introduce teachers of children from the minority culture to materials and techniques which are useful in providing a multi-cultural, multi-racial curriculum.

Project #7A - Ethnic Curriculum Development

The conference was held and the evaluation was most favorable. Many participants felt that a day and a half did not allow an in-depth exploration of multi-ethnic curriculum development. The revised conference schedule for 1972-73 will be conclusive to expand the areas addressed at the conference. It should be mentioned, however, that the tremendous rise in the cost of all conferences held at the conference center will, no doubt, have an impact on the number of participants at conferences. Traditionally, Third World concerns have been the last to be attended to in the educational arena. There is to our knowledge, no data which leads the division to believe that the 1972-73 school year reflects anything more than "the-business-as-usual syndrome." If this is true, then it follows that multi-ethnicity will be a low-priority item in most districts.

Project #7B - Indian Education Conference

The Indian Education Conference was scheduled for May in Sault Ste. Marie. Due to divisional assignments regarding desegregation, the conference had to be cancelled. However, the following year we hope to have this conference at Northern Michigan University.

Project #7C - Chicano Curriculum Development Conference

The objectives of this conference were reached and our feedback has been positive. This was the first time MEA had addressed itself to the Chicano educational concerns and this concerted effort must not only be maintained but expanded and accelerated. This year's upcoming conference will follow similar program guidelines.

PROJECT #8 - The Manifesto

Specific Objective: To provide MEA members with current developments in education for minority-group students and to disseminate the concerns of minority-group educators of MEA and development in the Division of Minority Affairs.

The publication schedule for the Manifesto was interrupted because of extensive consulting with local educational associations, minority educators, desegregation and tax reform. A rather detailed publication will be forwarded to minority educators in August. The responsibility for distributing the Manifesto at the appropriate times consistent with the budgeted programs will be assumed by the Associate Executive Secretary for Minority Affairs.

PROJECT #9 - Liaison with Other Agencies and Institutions

The division has fulfilled its obligation to maintain liaison with the Center for Urban Affairs, the State Department of Education, Civil Rights Commission, Center for Human Relations (NEA) and Center for the Study of Instruction (NEA). In addition to the above, the division has established a good working relationship with the education sub-committees of the Model Cities Programs.

PROJECT #10 - General Services

1. Dr. Charles Williams, Minority Affairs Consultant, Harry Boyes, Public Relations Consultant and an NEA representative were assigned to the Detroit metropolitan community for four weeks to investigate and make recommendations to MEA relative to possible action plans needed to take place as a result of Judge Roth's ruling.

2. The division provided the leadership for an amicus curiae brief filed in Judge Roth's court May 5, 1972. The MEA brief asked the court to:
   a. Place restrictions on class size at least equal to those in collective bargaining agreements.
   b. Insure adequate faculty by reversing all recent layoffs in the metro area.
   c. Require more active recruitment of faculty among minority groups.
   d. Mandate government financed in-service education for teachers.
   e. Mandate a multi-ethnic curriculum free from racial and ethnic bias.
   f. Control the use of testing programs.

g. Provide for broad representation of student teachers, administrators and citizens of any supervising or governing agency.
h. Insist that the state rather than the teachers bear the cost and burden of the implementation.

3. The division was successful in organizing members of the Inkster community to support the petition campaign. While in the Inkster area, the division established a relationship with many individuals which should prove useful in the future.

4. Worked closely with MSU in the improvement of reading instruction given to elementary interns.

5. The division assisted the Adrian Chicano community in developing educational programs which address the needs of bi-lingual, bi-cultural children. The concerns are being negotiated into the 1972-73 master contract.

6. The division assisted Adrian in recruiting and employing bi-lingual staff.

7. The division assisted the Holland School District in developing educational programs in the following areas:
   a. Curriculum
   b. Bi-lingual staff
   c. In-service as it relates to the needs of the bi-lingual and bi-cultural child

8. Assisted the Lansing School District in recruiting bi-lingual teachers from the states of Colorado, Arizona, New Mexico and Texas. From past experience in bi-lingual teacher recruitment, we know that bi-lingual teachers can be obtained and will come to Michigan to seek employment. The excuse that "they can't be found" or that they won't come to Michigan to work is not true. We are convinced that any school district that wants bi-lingual, bi-cultural staff can get them.

9. The division spent time in Alma assisting a Chicano candidate to the Alma School Board of Education. We lost out by 46 votes which was nevertheless quite an accomplishment for that area.

10. The Minority Affairs Division has consulted with a great number of districts relative to the following:
    a. What Minority Affairs is and has to offer MEA members.
    b. Bargaining for minority rights and concerns.
    c. Desegregation.
    d. Bringing multi-ethnicity to the classroom.
    e. Analyzing textbooks and other curriculum material for ethnic bias.
    f. Institutional and individual racism. What they are and how they affect the school environment.

11. The division assisted the Birmingham Education Association in developing a criteria for evaluating the quality of instructional materials from a multi-racial perspective in the Birmingham School District. The adopted criteria will be used to evaluate the quality of their instructional materials.

12. The division assisted Regions 2, 6 and 7 in establishing an ad hoc committee on desegregation which worked with Mrs. Rita Scott, Director of Education, Michigan Civil Rights Commission.

13. The division consulted with Mrs. Elverta Williams, Professional Development Commission member, relative to:
    a. The feasibility of the PDC developing multi-ethnic material in the form of films, filmstrips or slides.
    b. The feasibility of the PDC developing films, filmstrips or slides relative to "how to" in developing multi-ethnic material.

14. The division consulted with the following locals:
    a. Adrian - bi-lingual education
    b. Ann Arbor - implementation of the Humaness Document
    c. Benton Harbor - strike impasse and community action
    d. Birmingham - Racial Bias in Instructional Materials
    e. East Lansing - in-service, Racial Bias in Instructional Materials
    f. Flint - school disturbance and school desegregation
    g. Holland - bi-lingual education
    h. Jackson - implementation of desegregation
    i. Kalamazoo - desegregation and minority recruitment
    j. Lansing - desegregation, recruitment and minority educators involvement
    k. Muskegon - in-service
    l. Pontiac - desegregation
    m. Washtenaw Community College - curriculum multi-ethnicity
    n. Willow Run - Racial Bias in Instructional Materials
    o. Ypsilanti, Lincoln and Willow Run - "What can be done to improve the schools for all children?" "What can be done to improve the relationship between the school and the community?"

    In most cases, contacts with the previously named locals have been more than once, all of which have been based on request.

15. The division was represented at the Region 12 Council Meeting held in Roscommon.

16. The division has maintained continuous correspondence with school districts and publishers throughout the country relative to culturally diverse and accurate instructional material.

17. Representatives of the division participated in the following NEA conferences and workshops:

a. Testing of Minorities, Washington, D.C.
b. New Staff Orientation, Washington, D.C.
c. Minorities in Textbooks, Washington, D.C.

18. The division assisted in the development of the MEA Racism Conference for MEA Professional Staff, held on March 1, 2 and 3, 1972 at the MEA Conference Center.

19. The division jointly sponsored a culturally diverse book display with the Human Relations Office and Minority Books International.

20. The division consulted with students and teachers throughout the state relative to Black Emphasis Week.

21. The division helped to finalize plans for the February SSA In-service Training Session.

22. The division continues to research the educational implications of school desegregation in the areas of testing and tracking of minority-group students. It is in the process of researching court proceedings and litigation relative to the issues of testing and tracking minority-group youngsters. The above information will be used as a basis for preparing briefs for the Kalamazoo and Grand Rapids suits.

23. Provided consultive and investigative service to Saginaw Education Association regarding possible conflict situations occurring at Longfellow Elementary School and one of the junior high schools.

24. Consulted with local school districts who could possibly be affected by Judge Roth's ruling on desegregation.

25. Developed recommendations for Senator Stamm's Sub-Committee on the Training of Teachers.

26. Participated in the planning of a workshop for LSEA building representatives on desegregation and equal educational opportunity.

27. Participated in a Region 2 seminar on desegregation.

28. Participated in Title III Advisory Council meeting.

29. Planned and coordinated Minority Task Force meeting.

30. The division assisted in conducting three professional negotiations conferences and assisted in developing local contract language as it relates to Third-World concerns.

31. Participated in a Career Opportunities Day sponsored by Grand Rapids Education Association at Grand Valley State College.

32. Participated in the Negotiations of Accountability Issues Conference held at the MEA Conference Center. The area of concern was the State Board of Education's accountability model.

33. First American Education Conference staff met with First American educational leaders seeking to develop a conference which identifies, relates and addresses itself to the educational needs of our First American people.

34. The staff attended the regular MASCD Board meetings and participated in the ASCD Conference in Philadelphia.

35. The division assisted in the development of La Raza Unida Research Proposal. The objective of the proposal is to develop data and information pertaining to the educational needs of the Chicano population in Michigan. This was a project jointly developed by the Minority Affairs Division and La Raza. Minority Affairs served mostly in an advisory capacity to La Raza throughout the development of this proposal. The proposal has been revised. The proposal identifies the educational problem of Spanish-speaking Americans and recommends roles that MEA, the State Board of Education and the State Department could play in improving the quality of education for Spanish-speaking Americans. Arrangements are being made to meet with the state La Raza leadership relative to submitting the proposal to the appropriate funding sources for implementation.

36. The division has developed communications and planned meetings with sales representatives from the major publishing companies who distribute educational resources within the state. Our objective is to influence curriculum revisions within the textbook publishing arena. We are pursuing this objective by building a working relationship with those persons who manufacture and market instructional materials within the state of Michigan and have extended an open and continuous invitation to confer with us in this regard, as well as make the materials available for our perusal and assessment. A number of publishers who are equally concerned about the issue or who recognize the potential effect of our recommendations to instructional councils within local associations and the State Department have responded favorably to our request.

37. The division developed the following legislative proposals that are being pursued as a part of the MEA Legislative Program:
    a. Revision of the Social Studies Act of 1966
    b. Proposed Indian Education Act
    c. Proposed Bi-lingual Education Act
    d. Revision of the HR Bill 822

38. The staff has made a critical analysis of Ann Arbor Public Schools' multi-ethnic curriculum proposal.

39. The division has been a resource person and participant in a series of workshops in Muskegon County Community College designed to address themselves to educational problems of the Chicano community.

40. Staff has assisted the Bay City Central High School in planning an in-service training program.

41. The Minority Affairs staff met with the Saginaw Education Association's Human Relations Committee to formulate strategies and to develop preliminary plans regarding the desegregation of Saginaw Public Schools.

42. The division served as a resource to the Center for Equal Educational Opportunity at the University of Michigan in the implementation of their negotiations workshop held at the Michigan League Building on November 17-18 at the University of Michigan.

43. Minority Affairs worked jointly with the Human Relations Office in a three-day workshop assisting UTF in developing its Human Relations Program.

44. The staff attended an NEA-MEA Human Relations-Minority Affairs joint planning meeting in Washington, D.C. The purpose of the meeting was to finalize means through which each would complement the other in further refinement of goals.

45. The division participated in a multi-ethnic curriculum workshop planning meeting with the Birmingham Education Association. A detailed proposal including specific recommendations was forwarded to the Birmingham Education Association to be used as a nucleus for their meetings with the school district regarding recommended changes.

46. The staff participated in an NEA sponsored Minority Staff Leadership Conference at Atlanta, Georgia from December 3-6.

47. The Associate Executive Secretary for Minority Affairs represented MEA as a participant in a panel discussion on integration in New York City on December 7. The panel discussion is sponsored by a joint committee of the NEA and Magazine Publishers Association.

48. The Minority Affairs Division planned the MEA staff workshop on racism in conjunction with the staff of New Perspectives on Race in Detroit. This MEA staff meeting is scheduled for March 1, 2 and 3.

49. A staff representative has met and will continue to meet with Barbara Ort, Language Specialist for the State Department of Education, for the purpose of planning bi-lingual and bi-cultural programs for Chicanos and Indians.

50. The staff served as a consultant to the Waterford Education Association relative to the issues of desegregation and busing.

51. We met with an ad hoc committee on desegregation jointly sponsored by the Civil Rights Commission and educators affiliated with local education associations in the Detroit and metro area to develop strategies relative to making educators of that area knowledgeable of the legal and educational implications of desegregation so as to minimize the thrust of emotionalism should a metro plan of school desegregation of any aspect be adopted by the court.

52. A staff representative consulted with representatives of the Professional Development Commission of MEA relative to investigating the feasibility of developing audio-visual materials from a multi-ethnic perspective.

53. The staff consulted with Willow Run's Minority Affairs Group of the Willow Run Education Association relative to establishing a program budget for the fiscal year 1972-73 dealing with Minority Affairs in the Willow Run Public Schools.

54. Staff consulted with the United Teachers of Flint on group process, racism and the history of busing in the United States.

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